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ABSTRACT

Contributors to this collection of essays describe how they address issues of race, gender, and class in their college courses as they attempt to ensure that their curricula and class discussions represent the perspectives of all students. Essays include: (1) "Introduction" (Kathryn Giesmar and Guitele Nicoleau); (2) "Dialogue across Differences: Continuing the Conversation" (Nicholas C. Burbules and Suzanne Rice); (3) "Can We Talk? A Response to Burbules and Rice" (Mary S. Leach); (4) "Can We Be Heard? Burbules and Rice Reply to Leach" (Nicholas C. Burbules and Suzanne Rice); (5) "Why Doesn't This Feel Empowering? Working through the Repressive Myths of Critical Pedagogy" (Elizabeth Ellsworth); (6) "Freire and a Feminist Pedagogy of Difference" (Kathleen Weiler); (7) "Interrupting Patriarchy: Politics, Resistance, and Transformation in the Feminist Classroom" (Magda Lewis); (8) "Nobody Mean More to Me Than You and the Future Life of Willie Jordan" (June Jordan); (9) "Talking about Race, Learning about Racism: The Application of Racial Identity Development Theory in the Classroom" (Beverly Daniel Tatum); (10) "Basic Writing: Moving the Voices on the Margin to the Center" (Anne J. Herrington and Marcia Curtis); (11) "Teaching Undergraduates about AIDS: An Action-Oriented Approach" (Kimberly Christensen); and (12) "Learning To Teach against the Grain" (Marilyn Cochran-Smith). (SLD)

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